Handbook for Yukon Teachers 2007 – 2008

Yukon
Education

You can also find this document on our website: www.education.gov.yk.ca

September 2007

Dear Yukon Teachers,

I would like to welcome everyone to the beginning of another school year in Yukon. This is always an exciting time of year for educators.

Along with students, parents, and the community as a whole, Yukon teachers play a key role in the partnership that is the foundation of public education in the Territory. I encourage all partners in education to work together to make the Yukon's schools the best they can be for all our students.

The Resource Book for Yukon Teachers has proven to be a valuable tool for members of Yukon's teaching profession and all our partners in education. This handbook contains valuable information that education professionals have relied on as well as information that reflects the progressive nature of education in the Territory.

For those of you new to Yukon, the resource book provides information on curriculum and programs, assessments, and the many support services provided to and by the Yukon Department of Education. For teachers who are already experienced in Yukon classrooms, the book is a refresher and a convenient reference.

As this is a resource for you, we value any feedback you can provide. If you have suggestions on how we can improve the *Resource Book for Yukon Teachers*, please contact Research Support at (867) 667-8326. In the meantime, I wish you, your colleagues and your students a successful year filled with enjoyment and rewards.

Sincerely,

Christie Whitley

Assistant Deputy Minister, Public Schools

Yukon Teacher's Handbook 2007/2008

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Department of Education Overview

Our primary responsibilities at the Department of Education are to provide a Kindergarten to Grade 12 public education system, to support adult education and to encourage life long learning.

The **Public Schools Branch** operates 29 public schools across the Territory with approximately 5,100 students. The branch also provides special programs support, curriculum, technology and administrative support to our schools.

The **Advanced Education Branch** administers and supports apprenticeship training, literacy programs, financial assistance for post-secondary students, and labour market services and programs. Support is also provided to Yukon College.

Our Vision

All Yukoners have the knowledge, skills and abilities to participate effectively in their work and communities and to be lifelong learners.

Our Mission

- With our partners in education, we make quality learning opportunities available.

Guiding Principles

- Building and maintaining strong relationships with partners and communities;
- Effectively communicating information;
- Demonstrating honesty, integrity, and accountability;
- Respecting First Nation cultural and linguistic diversity;
- Respecting First Nation values: respect, love, sharing, caring, teaching
- Recognizing that education is life-long learning;
- Involving the community in education;
- Reflecting traditional knowledge, cultural practices, histories and languages;
- Respecting Elders and their knowledge as being foremost and integral to the transmission of language and culture;
- Focusing on results; and
- Encouraging and supporting teamwork, innovation, and leadership.

Departmental Objectives

To ensure effective life long learning opportunities are available for all Yukon people so they may participate effectively in work and their communities. This is to be achieved through planning, developing, implementing and evaluating:

- Elementary and secondary education for all school age children;
- First Nations language education programs and the training of First Nations languages teachers;
- French language programs for school age children; and
- Adult training, education and labour force development programs.

"Alone we can do so little, together we can do so much"

Helen Keller

Department of Education – Organization Chart 2006/2007

Yukon Public Schools

The Yukon public education system serves a population of approximately 32,000 people who live in an area of some 483,000 square kilometres, or about five percent of the total area of Canada.

There are approximately 450 public school teachers, or full time equivalent positions, who provided classes to approximately 5,100 elementary and secondary students in Yukon public schools.

Supporting Our Partners

The Yukon's ***Education Act*** recognizes that meaningful partnerships with parental and public participation help to ensure a high quality education system.

Parents, educators and First Nations are the key building blocks in the Yukon's public system of education.

In addition, groups such as the Catholic diocese, the Francophone community, and home educators all play a role in directing the education of Yukoners of all ages.

First Nation Programming

The First Nation Programming unit is dedicated to improving the results of First Nation students in the K-12 system and working towards cultural inclusion in Yukon schools.

The First Nation Programming unit is responsible for First Nation language, curriculum development, partnerships with all stakeholders involved in First Nation education issues, professional development, and coordination of the First Nation Education Advisory Committee.

This year the unit produced their own teacher's handbook: *An Introduction to Yukon First Nations Resources 2007-2008.*

Yukon First Nation Education Advisory Council

The YFNEAC provides technical advice, guidance, support and recommendations to the Department of Education's Public Schools Branch in relation to Yukon First Nations education in the K-12 system.

The Committee ensures that Elders' perspectives and knowledge are incorporated in the Public Schools Branch programming. Membership is comprised of representatives from each Yukon First Nations, which includes an Elder and a youth representative. Representatives from the Department of Education staff participate as technicians/observers.

This committee provides a regular forum for First Nations to have input on Yukon's education system and for the Department of Education to better align their work in relation to First Nation education with the direction that Yukon First Nations are moving in. This includes working groups of the YFNEAC such as the Primary Readers, Grade 5 and Grade 12 curriculum working groups.

Yukon Chiefs' Committee on Education

The Yukon Chiefs Committee on Education (YCCOE) aims to provide political direction, advice, and recommendations on educational matters affecting Yukon First Nations to the Council of Yukon First Nations (CYFN) grand Chief and Leadership.

The Committee's mandate is to advocate the promotion of First Nation based education systems and maintain a process of communicating First Nation educational needs to governments and to provide support and advice for First Nations to engage in the process and share/exchange information. The Committee consists of four Chiefs and a political representative of the CYFN.

School Boards

School Boards have many of the administrative powers of the Department of Education. The board ensures that its schools are conducted in accordance with the requirements of the *Education Act*.

Unlike school boards in other jurisdictions, however, Yukon school boards are not able to tax and many operational supports such as curriculum resources and human resources are provided by the Government of Yukon.

Boards request funding through the Department of Education in accordance with a formula that takes into account enrollment, the nature of the facility, and other community factors.

The board maintains, repairs, and furnishes all of its real and personal property including board approved instructional materials.

At this time, there is only one school board in the Yukon: the Yukon Francophone School Board. Individuals elected or appointed to school boards are trustees.

Although school boards are responsible for personnel in their school(s), including selecting individuals for hiring, teachers are employed and paid by the Government of Yukon. Pensions are handled through the Government of Yukon's participation in the federal government's superannuation plan.

School Councils

School Councils have some - but not all - of the powers of a school board, including the following:

- Reviewing, modifying and approving school plans, rules, educational spending, courses of study and other matters required for the effective functioning of the school;
- Working with the Principal to create school based policies.
- Recommending how site-based school budgets should be allocated (for example, funding for field trips);

- Selecting the school principal, in conjunction with the superintendent of schools;
- Establishing a procedure for resolving disputes involving the school, parents and/or teachers;
- Establishing an attendance policy for students; and
- Preparing reports and providing information to the school's community and the Department of Education.

School councils may also take on other responsibilities such as requesting evaluations of administrators, teachers and other staff, recommending a school calendar, recommending specific courses of action in personnel matters or advising the Department of Education on staff requirements, and transportation or facility needs. For certain matters such as student suspensions, school councils are the first line of appeal.

Individuals elected or appointed to school councils are members not trustees.

All Yukon schools have a School Council except École Émilie-Tremblay which has a school board and Kluane Lake School which has a school committee. Watson Lake Secondary School and Johnson Elementary share one school council.

School Committees

School Committees are limited to advising the school administration on matters relating to the school. They have no fiscal or administrative responsibilities.

Association of Yukon School Councils, Boards and Committees (AYSCBC)

The Association is a non-profit organization, established by and accountable to its members. Its focus is on supporting the important roles that these elected and/or appointed individuals have and assisting them in working with their school community towards what is best for student learning.

The Association provides training and support on the roles and responsibilities of School Council, Board and Committee members. Through newsletters, meetings, sessions, phone, fax and email the AYSCBC provides information and conducts research on many educational issues and concerns pertinent to its members.

You can contact the AYSCBC at PO Box 20409 Whitehorse, YT Y1A 7A2, phone (867)633-2692, fax (867)667-2921 or email info@ayscbc.org.

School Emergency Planning

A critical part of ensuring the safety of the children in your care is being prepared for emergencies that might happen relating to the school itself or to the community.

Each school prepares an emergency plan to document the roles and responsibilities for all school-based staff should an emergency arise. The emergency plan, part of the school plan, is updated each year to reflect changes in staffing, student needs and physical changes in the school structure.

A common plan of response has been provided to all schools to help them respond to different scenarios. During the school year, exercises will be conducted to ensure that both students and staff know what to do should an emergency arise. It is important that each staff member know the contents of the emergency plan for the school to which they are assigned.

The Department of Education, Public Schools Branch working together with community partners RCMP, Health and Social Services and the Department of Justice are involved in an intensive safety training program called Threat Assessment. The training helps our staff to recognize and assess the warning signs of possible threats and puts in place interventions to support and reduce the level of risk.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has..."

Margaret Meade

Suspected Child Abuse
Teacher Responsibilities

As a teacher, you are legally obliged under the *Education Act* to immediately notify the appropriate authorities when you have reasonable grounds to suspect a child is in need of protection.

You will not be penalized if it turns out the child is not being neglected or abused as long as you have acted in good faith or believed you were acting in good faith.

Often teachers are the first adults to become aware of factors that may be indicative of abuse or neglect. They are also in a position of trust with a child and often will be the one to whom a child in trouble turns.

The child may be a student in your class and you might observe changes that lead you to believe there is a problem. The child may not be your student but, for whatever reason, has disclosed information to you that would indicate abuse or neglect is taking or has taken place.

Where a teacher has reasonable grounds to believe that a child is in need of protection, a report must be made immediately by the teacher to the administrator and to the Department of Health and Social Services.

Where school personnel receive a disclosure, Health and Social Services should be contacted without first contacting the parents or guardians. Principals and teachers must immediately report suspicions that a child is in need of protection to Health and Social Services and to the Superintendent.

- Report the disclosure by phone to child welfare authorities and to your Administrator or Superintendent;
- Follow up immediately by filling out the "Initial Report of Suspected Child Abuse" form (or a copy of it) and forward it to the Administrator or Superintendent and child welfare authorities within 24 hours.
- If you believe the administrator is involved in the abuse or neglect, notify your Superintendent instead.

In all cases, you must maintain the strictest confidentiality. You must not reveal your suspicions to anyone other than the Child Welfare Authority and the Administrator (or Superintendent). When an investigation is underway, you should leave all communications with the parents on matters related to the alleged abuse or neglect to child welfare authorities.

In return, your report will be treated in confidence – as much as possible. You may be called to court to present evidence, however. Remember that you need fear no legal or disciplinary repercussions should your sincere suspicions prove unfounded. Without your intervention, a child could suffer abuse or neglect for many years.

It is not up to you to investigate suspected cases of neglect or abuse. The Child Welfare Authorities and the RCMP will do this.

Further information is available in the following publications:

- Interdepartmental Protocol on Teacher/Principal Guidelines for Identifying and Reporting Child Abuse and Neglect (Revised)
- Inter-agency Agreement for the Investigation of Child Abuse
- Both documents are available from your school's Administrator, from the Department of Education itself, or from the Department of Education's website.

How to Respond to Disclosure

Sometimes a student will tell a teacher that he or she is being neglected and/or abused, or was neglected or abused in the past. If this occurs, try to follow these steps:

- Listen to the child;
- Remain calm and do not express shock;
- If the disclosure happens in front of other students, acknowledge the child's statement but do not dwell on the information. Continue with the lesson;
- If the disclosure was not clear enough to lead you to suspect child abuse or neglect, seek a private moment with the student to confirm the allegation;
- Start off by reminding the child of the conversation by saying, "When we were discussing ... you mentioned ...Can you tell me more about it;"
- Remember that you only require enough information to have reasonable grounds to suspect abuse or neglect. You are not responsible for investigating the charges;
- Say that you believe the student;
- Tell the child it is not his/her fault;
- Let the child know that you are going to tell someone who will try to help;
- Report the disclosure by phone to the child welfare authorities and to your administrator or superintendent;
- Follow up immediately by filling out the "Initial Report of Suspected Child Abuse" form and forward it to the administrator or Superintendent and the Child Welfare Authorities within 24 hours.

Recognizing Neglect or Abuse

The behavior of the child and parent can offer clues about the presence of abuse or neglect. Physical indicators may also be present.

The child may:

- Show sudden changes in behavior or school performance;
- Steal, hoard or beg for food;
- Report that there is no caregiver at home;
- Receive no help for physical or medical problems brought to the caregiver's attention;
- Have academic problems that cannot be attributed to specific physical or psychological causes;
- Be watchful, as though preparing for something bad to happen;
- Be depressed, delinquent or self-destructive;
- Exhibit habit disorders such as sucking, biting, or rocking and/or traits such as sleep disorders or inhibition of play;
- Be excessively passive or aggressive;
- Have unexplained bruises, cuts, burns or fractures;
- Have sudden weight changes;
- Exhibit inappropriate or bizarre sexual knowledge or behavior;
- Be extremely wary of parents or adults;
- Be constantly fatigued, listless or hungry.

The parent may:

- Show little concern for the child, rarely responding to the school's requests for information, conferences or home visits;
- Deny the existence of, or blame the child for, the child's problems at school or home;
- Ask the classroom teacher to use harsh physical discipline if the child misbehaves;
- View the child as entirely bad, worthless or burdensome;
- Demand a level of physical or academic performance the child cannot achieve;
- Look primarily to the child for care, attention and satisfaction of emotional needs;
- Be ostracized from the community/not involved in community.

	Physical Indicators	Behavioural Indicators
Neglect	- Abandonment; unattended medical needs - Consistent lack of supervision - Consistent hunger, dressed inappropriately for the weather, poor hygiene - Lice, distended stomach, emaciated - Consistent fatigue	- Obsessed with food, stealing food; theft - Reports that no caretaker at home - Frequently tardy or absent - Destructive, delinquent, drug or alcohol abuse - Falling asleep in class, difficulty maintaining attention in class - Craves attention
Physical abuse	- Frequent and/or unexplained bruises in various stages of healing and in suspicious locations/patterns, welts, human bite marks, bald spots, burns - Unexplained fractures, lacerations, or abrasions - Injuries regularly appearing after absences or weekends	- Extreme wariness of parents or adults - Uncomfortable with physical contact - Self destructive - Arrives at school early or stays late as if afraid to be at home - Complains of soreness or moves uncomfortably - Withdrawn and aggressive – behavioral extremes - Chronic runaway (adolescents) - Extreme fearfulness or fearlessness - Extreme tearfulness or tearlessness
Sexual Abuse	- Difficulty in walking or sitting - Torn, stained, or bloody underclothing - Pain or itching in genital area - Venereal diseases, especially in pre-teens - Pregnancy - Frequent, unexplained sore throat - Frequent urinary or yeast infections - Sudden onset of involuntary urinating	- Displays unusual interest in sexual matters and uses terminology inappropriate for age - Does drawings which are sexually explicit, beyond developmental level - Inappropriate sexual behavior - Wariness of physical contact, especially when initiated by an adult - Seductive behavior for approval; promiscuity, prostitution - Role reversal, overly concerned for siblings - Massive weight change - Peer problems, lack of involvement - Depression, suicide attempts - Suddenly refuses to change for gym or participate in activities
Emotional Abuse	- Speech disorders - Delayed physical development - Substance abuse - Ulcers, asthma, severe allergies	- Habit disorders (sucking, biting, rocking) - Developmental lags - Destructive sleep disorders, inhibition of play - Delinquent behaviour - Extreme depression, suicide - Extreme adult behaviour, appearing to take over and care for parents

Child Welfare Authorities Contact List

Yukon Department of Health and Social Services/Family and Children's Services

Community	Address	Phone	Fax
Whitehorse	Royal Bank Building, 4114 – 4th Ave. Y1A 4N7	667-3002	393-6204
Carcross	Box 174, Carcross, Yukon Y0B 1B0	821-4301	821-4814
Carmacks	Box 95, Carmacks, Yukon Y0B 1C0	863-5800	863-5817
Dawson City	Box 339, Dawson City, Yukon Y0B 1G0	993-5543 or 993-5546	993-5706
Faro	Box 148, Faro, Yukon Y0B 1K0	994-2749	994-2730
Haines Junction	Box 5445, Haines Junction, Yukon Y0B 1L0	634-2203 or 634-2204	634-2205
Mayo	Box 9, Mayo, Yukon Y0B 1M0	996-2283	996-2203
Old Crow	Box 98, Old Crow, Yukon Y0B 1N0	Call collect 1-867-993-5543	
Pelly Crossing	Box 62, Pelly Crossing, Yukon Y0B 1P0	537-3300	537-3616
Ross River	Box 111, Ross River, Yukon Y0B 1S0	969-2292	969-2244
Teslin	Box 147, Teslin, Yukon Y0A 1B0	390-2588 or 390-2679	390-2902
Watson Lake	Box 305, Watson Lake, Yukon Y0A 1C0	536-2232	536-2790

After hours child protection:

Whitehorse: (867) 667-3002

Outside Whitehorse: Phone your local child welfare authority or RCMP

Sample Form – Initial Report of Suspected Child Abuse

CONFIDENTIAL

Part 1

Full name of child _____

Date of birth (month/date/year) _____

Present school _____ Grade _____

Student's address _____

Phone _____

Part 2

Name of person making report _____

Position _____

Home address _____

Phone _____

School address _____

Phone _____

Administrator's name _____

Part 3

Reason you are making report — be as specific as possible, including notation of specific symptoms observed and date of observance (add separate sheet if necessary.)

_____

_____

_____

_____

_____

_____

_

Signature _____ Date _____

A copy of this report must be initialed and dated by the recipient and returned to the person making the report.

Curriculum

Under the direction of the Director of Programs and Services, curriculum staff encourage and assist teachers in developing appropriate strategies, adapting materials and creating curriculum to meet the needs of students.

The following specific resources are available to teachers through the Curriculum Unit:

Primary, Intermediate and Secondary Program Services

The coordinators of primary, intermediate and secondary programs function as consultants to school administrators and teachers. The coordinators provide direct and indirect support in all areas of the curriculum through school visits, classroom visits and conferences with individual teachers.

In addition, coordinators provide in-service workshops for groups of teachers, information presentations to teachers, administrators, parents and other interested individuals and collect and disseminate current information and resources related to curriculum implementation.

Direct requests for services in addition to regularly scheduled visits may be made to the coordinators by administrators or teachers.

The Coordinator of Primary Programs assists K-3 classes. The Consultant for Intermediate Programs assists grade 4-7. The Consultant for Secondary Programs assists grade 8-12.

The Mathematics Consultant provides training support to teachers. The consultant can be reached through the Department of Education. The consultant provides training on the use of manipulatives and other practical mathematics teaching strategies.

Curriculum Consultants

School Libraries	Eliane Mulholland	667-8167
Consultant, Intermediate Programs	Terry Markley	393-7104
Coordinator, Primary Programs	Jeanette McCrie	667-5186
Consultant, Secondary Programs	Debbie Gohl	667-5679
Consultant, Mathematics	Paula Thomson	667-8249
French Second Language	Madeleine Lanctot	667-8504
Health & Career Education	Dennis Darling	667-3006

Curriculum Advisory Committees

There are three committees: a primary committee for grade K-3, an intermediate committee for grades 4-7 and a secondary committee for grade 8-12. These committees meet two times a year to advise the Department of Education on program issues. They are generally comprised of teachers, administrators, representatives from Yukon First Nations and the appropriate Coordinator of Programs. These committees report to the Director of Programs and Services.

Yukon First Nation Curriculum

The First Nation Programming unit of the Public Schools Branch in partnership with Yukon First Nations is currently developing curriculum that provides Yukon students with textbooks focused on Aboriginal content and culture. Current development includes an early-readers series on Yukon First Nations reflecting YFN people, their cultures and languages. A Grade 5 unit on Traditional Governance includes modules on language, citizenship, governance and clan systems, as well as a Grade 12 course on land claims and self-government.

The Department of Education established a locally developed curriculum initiative in 1995 to facilitate the development of community driven curriculum resource projects, with content provided by the First Nation. The First Nation Programming unit staff provides technical and informational support.

The development of Yukon First Nation Curriculum will:

- Focus on positive images of First Nation peoples,
- Reinforce and complement the beliefs and values of First Nation peoples,
- Include historical and contemporary issues, and reflect the cultural, social, political, economic, and regional diversity of First Nation peoples.

The First Nation Programs and Partnership Unit:

Tina Jules, Director of First Nations Programs and Partnerships	393-6905
Marnie Buyck, Administrative Assistant	456-6752
Janet McDonald, First Nations Partnerships Coordinator	667-8479
Sharon Shadow, First Nations Cultural Consultant	667-5931
Shereen Hill, Curriculum Coordinator	667-8179
Barb Hobbis, First Nations Language Program and Curriculum	456-6734
Jim Boyde, First Nations Experiential Education Coordinator	667-8564
Patricia Joe, First Nations Resource Material Developer	456-6713

"It is to those who have gone on, and whose voices are now quiet, that I am indebted, to tell their stories, in a way which teaches us about our past, but at the same time provides us with the tools to go forward with strength and wisdom into the future."

Louise Profeit-LeBlanc

Curriculum and Integrated Resource Packages

The Department of Education establishes the curriculum and general philosophy of education for all Yukon schools.

The Government of Yukon is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for Western and Northern Canada.

Within these frameworks, the British Columbia program of studies forms the basis of the Yukon curriculum. This curriculum is frequently adapted to reflect local needs and conditions.

Current British Columbia Integrated Resource packages can be downloaded from:

http://www.bced.gov.bc.ca/irp/

"A teacher affects eternity; you can never tell where your influence stops."

Henry Brooks Adams

WOOD STREET EXPERIENTIAL PROGRAMS

These programs are based out of the **Wood Street Centre** at 411 Wood Street in Whitehorse and are available for all Yukon students:

http://www.yesnet.yk.ca/schools/woodst

Music, Art, Drama, Dance 9/10 (MAD) is a unique performing arts program that provides students with credit courses including: English, Social Studies, Physical Education, Theatre Performance and a choice between several fine arts and applied skills courses. The goal of the program is to provide students with a solid foundation in creative dramatics, acting, stagecraft, music, dance and play writing fundamentals.

Music, Art, Drama, Dance 11/12 (MAD) has received national recognition and is unique to the Yukon. The program allows students to immerse themselves in all aspects of the performing arts, every hour, every day, all semester long. Students receive credits for English, Social Studies, Fine Arts, and Theatre Performance and during the course of the semester prepare three productions.

Achievement, Challenge, Environment and Service 10 (ACES) is a coeducational program that is open to all Yukon Grade 10 students. Students will be expected to be actively involved in a minimum of twenty-five days in outdoor expedition settings. The five courses offered include: Social Studies 10, Science 10, Outdoor Pursuits 10, Physical Education 10, and Applied Skills 10.

Experiential Sciences 11 is a program designed to extend and enrich students understanding of science through projects and field experiences. Students take the following courses: Biology 11, Geography 12, Chemistry 11, Forestry 11, Art 11, Field Methods 11 and Career and Personnel Planning 11/12. The program features 30 to 35 days of field studies each semester and two days each week in Yukon College science labs.

Outdoor Pursuits and Experiential Science 9 (OPES 9) Plein Air et Science Experientielles (PASE) 9 OPES 9 and PASE 9 are Yukon public school programs of studies for grade 9 students. The programs integrates Science 9, Social Studies 9, Physical Education 9 and Outdoor Pursuits. These courses are taught about a variety of current themes, typically current resource issues. The program features 3-5 over night trips each semester and a variety of day trips. Students are excited and motivated by the range of challenging and often adventurous studies, the importance of their studies, and cooperative work relationships that develop during their semester in OPES/PASE. They work on both class projects and individual or small group projects.

There are other experiential programs offered in Whitehorse as well. The Feast Program is operated out of F.H. Collins Secondary

Feast Program, Grade 11 & 12 - F.H. Collins

Foods Education And Service Training is a "school-within-a-school" at F.H. Collins Secondary School in Whitehorse, Yukon. FEAST is offered in one or both semesters and is available in the Grade 11 or Grade 12 year. FEAST is taught in an industrial kitchen at FHC. While essentially a "cooking classroom: our kitchen operates like a commercial restaurant/kitchen. Under the direction of the Foods & Nutrition/Food Services teacher (Ms. McKenna), FEAST students prepare foods for up to 500 students and staff each day. Foods are served at the morning break and at lunch. In addition, many catered events are held throughout the school year where FEAST students can get great experience in specialty food prep and catering.

"Children who are excited about what they are doing tend to acquire the skills they need to do it well, even if the process takes a while. When interest is lacking, however, learning tends to be less permanent, less deeply rooted, less successful. Performance, we might say is a by-product of motivation."

Alfie Kohn, educational theorist

"You'll learn more about a road by traveling it than by consulting all the maps in the world."

Hannibal

ALTERNATIVE APPROACHES

Individual Learning Centre

The Individual Learning Centre (ILC) opened in February 2005 in downtown Whitehorse. It is designed for school-aged youth (15—21) who have dropped out of school to help them re-engage in learning.

Both regular and modified grade 9-12 courses are taught. The program focuses on learners who have had a history of difficulties in the regular school program. The Individual Learning Centre provides self-paced programming with one-on-one teacher assistance.

http://www.yesnet.yk.ca/schools/individual_lc

Teen Parent Centre

This program is attached to F.H. Collins Secondary School and provides a supportive learning environment to assist young parents so they can finish high school. The Centre teaches parenting skills as well as healthy meal preparation, money management and effective job-search techniques. The Centre also links parents with other community and family resources.

COMING FROM THE COMMUNITIES

Gadzoosdaa Student Residence

Priority for the Student Residence is given to Yukon applicants from outside the Whitehorse Secondary School catchment area or from communities where there is no Grade 10, 11 or 12 program offered. Students must be registered full-time at F.H. Collins or Vanier Secondary School. For more information, contact the residence at (867) 667-8067.

http://www.yesnet.yk.ca/schools/gadzoosdaa

Student Living Allowance Policy

The Student Living Allowance Policy allows a boarding allowance for those Yukon students where there is no senior secondary school in their communities or where they have moved to Whitehorse to attend a specialized program such as M.A.D., A.C.E.S., etc.

SCHOOL RELATED PROGRAMS

Reading Recovery Program

The Reading Recovery Program is a specialized reading program focusing on academically at-risk six year-old students. This one-on-one approach teaches the child to be an independent reader, and accelerates the assimilation of learning skills. The program supplements regular classroom instruction and is based on intensive classroom research into the process of how children learn to read and write.

Wilson Reading Program

The Wilson Reading Program is a multi-sensory research based reading and writing program. It is a complete curriculum for teaching decoding and encoding (spelling) and teaches students the structure of the words. The program is designed to be interactive between the teacher and student. For more information contact Special Programs at the Department of Education 667-8000.

Food for Learning

Food for Learning provides funds to assist schools in offering nutrition programs such as breakfast, lunch or snacks for students who do not have enough to eat.

Yukonfoodforlearning@gov.yk.ca

Whole Child

Whitehorse Elementary School and Elijah Smith Elementary presently participate in the Whole Child Project. The motto of the program is "it takes a whole community to raise a child" and the goal is to have schools play an active and pivotal role in integrating community and services for children and their families. The program is for any family in Whitehorse and in particular, kids and families "at risk," and includes preschool age children. The program is supervised by volunteers and offers a wide variety of programs and activities.

Yukon Arts Ed-Venture

This is a pilot program in its third year and is currently open to Whitehorse elementary schools and four communities: Carmacks, Teslin, Carcross and Haines Junction. Community artists (visual, drama, dance, music, art) and classroom teachers work collaboratively to engage students in core curricular areas of language arts, math, science and social studies using the arts (i.e. students can learn math patterns by beading, telling time by singing and playing rhythm instruments). Each school is given a number of artist hours dependent upon the population of the school.

Artist in the Schools

The Artist in the School Program is designed to give elementary and secondary school students the opportunity to work with, learn from and be inspired by practicing artists. Schools choose from artists of all disciplines; who have put together a program that they feel would be appealing to school children and that reflects their own media.

http://www.yukonartscentre.org/school.htm

Skills Canada

Skills Canada Yukon (SCY) works with employers, educators, labour groups, and governments to reposition trade and technical careers as a first choice career option for Yukon youth.

The program reaches out to youth and exposes them to trades and technologies in a fun, hands-on, learning environment where they acquire the skills and confidence to continue in their chosen field.

During the school year, SCY offers skills clubs in a wide range of trades and technologies: baking, carpentry, electrical wiring, automotive service, 2D animation, aesthetics, and more. These clubs vary from year to year and are run by volunteers who are considered experts in their field. These clubs are located in nearly every community of the Yukon and are generally offered as part of an after school program.

The Junior Skills program , open to elementary schools, allows a small group of students to visit the Skills Centre and work with a resident Carpenter/Educator on a variety of projects which enables students to experience carpentry prior to selecting a career path. Takhini Elementary has been actively involved in the Skills Canada Program.

SCY also hosts the Annual Yukon Skills Competition which is open to youth in secondary school as well as apprentices. Winners of the Yukon Skills Competition may have the opportunity to represent Team Yukon at the Canadian Skills Competition which occurs each year in a different province or territory.

http://www.skillsyukon.com/

Innovators in the Schools

The Innovators in the Schools program brings science and technology connections to Yukon schools. Special events are organized and/or promoted throughout the year via your School Science Contact. Watch for the following postings: the Regional Science Fair, the 14th Annual Bridge Building Competition., Crazy About Science: Adventures in Scientific Exploration, Stay-A-Day at Yukon College (Grade 7), Science Olympics (Grades 8 & 9) and the Youth Research Fund. Be sure to contact program personnel to request volunteer experts and resources that highlight the fun, creativity and relevance of science and technology-related subjects.

http://dl1.yukoncollege.yk.ca/innovators/

French Language Programs

The Department of Education supports many different kinds of French language education in our public schools.

French First Language

The goal of the French First Language program is to provide education to Francophone students who choose to be educated in their first language; in accordance with Section 23 of the Canadian Charter of Rights and Freedoms.

École Émilie-Tremblay is the Yukon's only French First Language school. All subjects from Kindergarten to Grade 12 are taught in French with the exception of English; which is taught starting in Grade 4. Starting in September, 2007, the school is implementing a Fine Arts/Outdoor Experiential program at the high school level.

French Immersion

The French Immersion Program is for those students whose mother tongue is other than French. The goal of this program is to develop highly functional competencies in French. French Immersion students attend Whitehorse Elementary School for Kindergarten through Grade 7 and FH Collins Secondary School for Grades 8 through 12. In 2004/05, the Department of Education introduced Late French Immersion for those students entering Grade 6 who had previously been schooled in English.

French as Second Language (Core French)

The goal of the French as Second Language program is to provide students the opportunity to attain a level of comprehension of the language which will allow them to read, write and converse in French in simple terms. Core French is offered in many Yukon schools from primary through senior secondary grades.

Intensive Core French

Intensive Core French is different from French Immersion or Late French Immersion in that roughly half of the student's learning is done in French and the other half is done in English. In 2005, the Department of Education introduced an Intensive Core French program for Grade 5 students at Holy Family Elementary School. In 2007, two more classes have been piloted at Christ the King Elementary School. A first group will be involved in the program from August to January; a second group will follow from January to June.

Extensive French Courses

Vanier Catholic Secondary School offers Social Studies Extensive French, at Grade 10 level only. This course allows students to study Social Studies in French, with the rest of their coursework taking place in English.

Yukon First Nation Education Programs

Elders in the School Program

This program is jointly sponsored by the Department of Education and the participating First Nation. It covers the cost of an honorarium to the elders who come into the school to share their knowledge and experiences. The Elders in the School Program increases Elder involvement in the school and establishes a stronger cultural presence in the school; provides individual teachers with cultural expertise on-site; may provide students with a counselor that is sensitive to their First Nation ancestry; and may provide school-wide cultural activities or classroom-based cultural activities.

In 2006/2007 this program was offered in Whitehorse at Elijah Smith Elementary School and Takhini Elementary School. It was also offered in the communities of Carcross, Destruction Bay, Watson Lake, Teslin, Ross River, Mayo and Old Crow.

Cultural Inclusion Programs

Cultural activity funding has been made available to Yukon schools for the development and implementation of cultural activities. The primary focus has been on First Nations activities like carving, beading, drum making, canoe building, culture camps, bison hunts, etc. The initiative involves the schools and the First Nations community working alongside each other to increase and improve the cultural programs, projects and activities in schools and classrooms. Your school principal can provide information on how to access funds for this program.

Community Orientation Programs

This funding initiative is to assist with teachers and administrator's orientation to Yukon First Nations history and culture at the community level on a more frequent and regular basis. Some activities or cultural experiences could be participation by all school staff in potlatches or community dinners, elders meeting, language meetings, hand games, story-telling, drum-making, visitation to a traditional site, harvesting activity etc. The orientation events will occur outside the instructional day unless the entire school (staff and students) participate in the activity.

Community Tutoring Programs

In partnership with local First Nations and local school councils, the Home Tutor Program provides the opportunity for students to participate in after school tutoring for students in their homes. Currently this program is operating in 14 Yukon communities.

Master-Apprenticeship Program

The Master-Apprenticeship Program is designed to provide independent, motivated students with the opportunity to pursue structured study of an Aboriginal language. This program has open admission to those interested in learning their YFN language and is a step towards developing a critical mass of young fluent speakers to transmit the language in Yukon public schools, in communities or at home.

Special Programs

Special Programs supports teachers in developing and supporting programs and services for students with special needs to facilitate opportunities to function to the best of their abilities in the regular classroom. The philosophy of providing the least restrictive environment is followed. Program modifications and adaptations may be necessary to accommodate each child's unique needs. Yukon Education practices non-categorical service delivery; therefore a diagnosis is not required for a student to receive additional supports. Each child's needs are considered and where necessary an Individual Education Plan (IEP) is written. Classroom teachers together with input from the School Based Team and the student's parents are responsible for writing IEPs. Special Programs Consultants, other departments and /or community agencies may also be participants of an IEP team.

School-based Services

Yukon Schools strive to implement school based programs to best address the educational needs of all students. Students with learning and behavioural difficulties are served with support from the Learning Assistance Program. Learning Assistance Teachers may also provide additional learning opportunities for gifted learners.

School based teams coordinate services at the school level. This team, usually consists of the learning assistance teacher, the counselor, the classroom teacher, administrator and when invited, a Special Programs Consultant. The primary function of the school based team is to provide support and assistance to teachers accommodating all their students in the regular classroom. The team also determines when assistance is required from Special Programs for further consultation or assessment.

Department-based Services

The Consultants from Special Programs support school personnel to develop programs for special needs students to become successful learners. Requests for assistance from these consultants must come from the School Based Team with support and permission from the student's parents. If further expertise is deemed necessary, the Coordinator or Special Programs coordinates those referrals.

Educational Assistants

Educational Assistants may be assigned to work with some children with severe learning or behaviour challenges. Assignment of Educational Assistants is based on several factors.

Professional Development

Special programs consultants provide in-service workshops to parents, teachers, paraprofessionals, administrators and other interested individuals. Partnering with community agencies new learning strategies, programs and resources are shared.

Special Programs Staff

Coordinator Special Programs

Micki Deuling Kenyon **667-5986**

Coordinates activities of the Special Programs Unit support to schools, referrals to consultants; professional development activities.

Administrative Assistant

Shirley Loo **667-8000**

Performs administrative support duties for the Special Programs Branch.

School Psychologists

Stacey Burnard 667-5211 **Peter White** 667-5928 **Donna Jones** 667-8565

Sharon Davis 667-8244 **Bob McClelland** 667-8044

Collaborate with teachers, parents and administrators to find effective solutions to learning and behavioural problems.

Speech Language Pathologists

Lana Demers 456-6718 **Carol Miller** 667-5497 **Wendy Kitchen** 667-8662

Lisa Dymond 667-8297 **Karen Rach** 667-8000

Support and assist in programming for students who have speech, language or communication conerns that may interfere with their academic and social success.

Occupational Therapists

Pauline Craig **667-8243** **Carolyn McCrea** **456-6719**

Assist with fine motor skills, sensory processing / integration and functional daily living skills.

Physiotherapists

Phaedra Beatty **667-5142** **Elizabeth Reid** **667-5142 (each are .5)**

Promote safe independent mobility for all students. Monitor gross motor development, motor coordination and functional motor skills with any students experiencing difficulties in these areas.

Teacher for Deaf / Hard of Hearing

Kelly Power **667-3593**

Assists teachers in programming for students with hearing impairment.

Teacher for Vision Impairments - Ruth Ferguson 667-8000

Wilson Reading Coordinator – Beverley Avano 667-3527

Professional Development for Special Needs

Consultants from Special Programs are available to address special education learning and/or behaviour concerns at the invitation of school staff. As well, the Department of Education, often in collaboration with the Yukon Teachers Association or other departments or agencies, makes available throughout the year specialized professional development opportunities for teachers and educational assistants working with students with exceptional educational needs. This usually takes the form of workshops on topics of relevance to service delivery in Yukon schools.

Information on the workshops is sent to the administrator of each school and should be posted on the staff bulletin board as well as announced at staff meetings.

Shared Resource Programs (for students with severe needs)

A small number of specialized resource programs provide alternative environments for students who are unable to benefit from education in more traditional settings. Students considered for these programs must be approved by the appropriate Shared Resource Program Committee (SRPC). There are 3 types of shared resource programs:

1. **Life Skills Programs**:

Students recommended for these programs have physical and intellectual challenges which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills. Programs are at

Jack Hulland Elementary School (primary/intermediate aged students)

Vanier Catholic Secondary School (secondary aged students)

F.H. Collins Secondary School (secondary aged students)

Porter Creek Secondary (secondary aged students)

2. **Behavioural Intervention Programs**:

Students recommended for these programs have severe behaviour challenges and/or severe social/emotional disturbances.

Riverfront Shared Resource Program (off campus program for secondary age students administered by Vanier Catholic Secondary. Students must be recommended by the school psychologist and approved by SRPC)

Young Offenders Facility/Outreach at the Youth Achievement Centre (teacher supported programming for youth in closed custody and outreach students, administered by Vanier Catholic Secondary).

3. **Multi-needs Programs**:

Students recommended for these programs have severe and/or multiple disabilities.

Selkirk Elementary school (primary age students)

F.H. Collins Secondary School (secondary aged students)

Home Education

The Department of Education supports the decision by parents to provide home education for their children. The Yukon Education Act specifies that children who have reached the age of six years and eight months by September 1st, and who are younger than 16 years, need to be registered annually with the Minister of Education.

As part of registration, parents are required to submit an education plan. The plan includes the methods of teaching and the resources you will use for the subjects of literacy and numeracy. There is no requirement to provide this information for other subject areas.

Parents select educational methods that suit the needs of the child and family. The parent and child may design their own methods and/or select course(s) for part-time school attendance or distance education.

Home education can be a rewarding and challenging experience for children and their parents. Home education provides a child centered approach in a tutorial situation which allows students to progress at their own speed and to explore subjects that interest them in depth. Home education combines a variety of educational methods including; self-directed learning, directed learning, curriculum-based education methods and individualized programs.

For registration forms, the catalogue of curriculum materials, and information about other resources such as distributed learning, travel subsidies and standardized tests, contact Dawna Davey at the Department of Education, 1000 Lewes Boulevard, in Whitehorse. Or you can call (867) 667 5607 (Toll-free 1 800 661 0408, Ext. 5607).

http://www.education.gov.yk.ca/psb/homeeducation.html

"The origin of thinking is some perplexity, confusion or doubt. Learning is not spontaneous combustion!"
John Dewey, 1910

Support Programs — Health and Social Services

Health Promotion Unit

The Health Promotion Unit (HPU) is committed to the provision of high quality health promotion and illness prevention services. The HPU works collaboratively with the Department of Education to promote and coordinate comprehensive school health. Classroom resources and presentations currently being offered focus on reproductive health and tobacco prevention and education. The HPU also provides links to community resources on many other health issues. Due to high demand, we encourage groups to make requests for workshops or other services as early as possible.

For more information please call:

Health Promotion Coordinator responsible for School Health:(867) 667-8563

Fax:(867) 667-8338

E-mail: **health.promotion@gov.yk.ca**

Environmental Health

Promotes care for the environment in the interest of human health. Engages in consultation and provides information, advice inspections and enforcement services on water quality, sewage and solid waste disposal, food quality, institutional hygiene, special events, recreational facilities, communicable disease control and other related matters.

For information contact:
Environmental Health Services, 2 Hospital Road, Whitehorse, Yukon Y1A 3H8
Phone: (867) 667-8391 Fax: (867) 667-8322

E-Mail: environmentalhealth@gov.yk.ca

Nurse Practitioners and Community Health Nurses

A Community Health Nurse is available to assist schools in rural communities. Among the services they provide are:

- Student health counselling
- Conducting classes on a variety of health promotion and lifestyle related topics & serving as a resource to teachers in preparation of health-related classes
- Referrals to other agencies and professionals
- Emergency birth control and contraceptive pills
- Daily treatment & community health clinics
- 24-hour emergency call
- Members of the multi-disciplinary team for children with special needs
- Immunization

For more information please contact the local community nursing station, or health centre.

Whitehorse Health Centre

9010 Quartz Road, Whitehorse, Yukon, Y1A 2C6

Telephone (867) 667-8864 Fax (867) 393-6407

Public Health in Whitehorse offers a variety of services to people of all ages.

A summary of these services include:

- Early and late prenatal classes
- Post natal hospital and home visit follow-ups
- A broad variety of parent support programs
- Screening and assessments for the Healthy Family Program
- Team conferences for families with special needs
- Referrals to other agencies and professionals
- Immunization programs for infants and children, adults, seniors and foreign travel clinics
- Family life education grades 8-12
- Support, resources and consultation for teachers on health related topics
- Outreach services including needle exchange and disposal site
- Individualized health education sessions available upon request

Yukon Communicable Disease Control

Yukon Communicable Disease Unit provides confidential testing for all sexually transmitted diseases from 8:30 a.m. to 4:00 p.m. Monday through Friday. Appointments in the morning, drop-in between 12:30 and 4:00 p.m. The unit monitors and controls all infectious diseases. Contact Yukon Communicable Disease Unit for HIV testing and treatment, STD testing and treatment, emergency and non-emergency birth control, needle stick injuries, food poisoning, Hepatitis C testing and treatment, and other matters related to infectious diseases.

It offers:

- Needle Exchange and Needle Disposal Site
- Resources, information for health care providers, agencies and the general public
- Teaching sessions available on request
- Referrals to other agencies

Contact Information: 4 Hospital Road, Whitehorse Yukon Y1A 3H8

Telephone (867) 667-8323 or 1-800-661-0408 (local 8323) for people outside of Whitehorse

Fax (867) 667-8349

Hearing Services, Health and Social Services

The Hearing Services Unit provides full audiological services for diagnostic testing and hearing aid services. All students entering kindergarten are screened for hearing and middle ear problems.

In Whitehorse this is done by Hearing Services staff at the Spring Health Fair for five-year-olds, or in the schools in the fall. For referral to more complete testing for assistance with programming or school related concerns, please contact Hearing Services, Special Programs at 667-5913.

In the rural communities, the community health nurse conducts kindergarten screening at the time of the pre-kindergarten interview. The community health nurse may also do screenings and monitoring of other students at the request of the school or Hearing Services. Follow-up is done by Hearing Services.

Hearing Services also dispenses and provides repairs on hearing aids. Use and function of students' hearing aids is monitored with the assistance of the classroom teacher and the Community Health Nurse.

Hearing Services staff are also available, time permitting, for staff in-services or education programs for students.
Contact information: **2nd Floor Royal Centre, 294 4114 4th Avenue, Y1A 4N7**

Telephone Device for the Deaf (TDD): (867) 667-5913

Fax: (867) 667-5922

Dental Health

The Yukon Children's Dental Program is a voluntary program providing basic dental services to all Yukon children up to and including grade 8. All Yukon communities without a resident dentist receive services up to and including grade 12.

Children receive annual enrolment forms that the parent(s)/guardian(s) may wish to complete and return to the school. The children are then eligible to receive the following dental services:

- Diagnostic x-ray films
- Oral hygiene instruction
- Cleaning of teeth
- Application of fissure sealant
- Restoration of decayed teeth (fillings)
- Extractions if required

All school children enrolled will receive yearly examinations by a licensed dentist. A dental therapist in a school dental clinic provides dental services. Preschool and home-schooled children are eligible for examinations through advertised monthly dental clinics.

Contact information: For information on registration, eligibility or dental services contact Dental Health at (867) 667-8360, outside of Whitehorse call 1-800-661-0408, extension 8360, or by facsimile

"We must make the voyage together because we need each other."

Ovide Mercredi

Teaching Essentials

Long-Range Course Plans and Daily Planning

All teachers are required to prepare long-range course plans. The purpose of such planning is to help teachers develop their courses within an appropriate time frame and with adequate attention to all areas of the topic being taught. Factors to be considered when formulating course plans include the content, the methods and approaches to be used, the interest and ability level of the students, the instructional aids and resources available, the evaluation procedures to be employed and approximate amount of time to be spent on each unit.

One copy of the plans is submitted to the administrator and the other is retained by the teacher for reference purposes. Administrators may require plans to be submitted bi-monthly, at the beginning of each term or semester, or for the entire year, depending upon their individual preferences. Teachers are encouraged to use a broad range of resources, themes and integrated units, and to plan collaboratively with other teachers and the teacher-librarian.

Daily Lesson Plans

The preparation of daily lesson plans by all teachers is mandatory. Daybooks with differing formats for the elementary and secondary levels are provided for this purpose. Daybook preparation should occur at least one day in advance. The work to be covered in each time period should be outlined and the texts, supplementary materials, etc. to be used noted. Both course plans and daily lesson plans will be inspected periodically by the superintendent and/or administrator as part of the supervisory process.

"When people truly share a vision they are connected, bound together by a common aspiration. Personal visions derive their power from an individual's deep caring for the vision. Shared visions derive their power from a common caring. In fact, we have come to believe that one of the reasons people seek to build shared visions is their desire to be connected in an important undertaking. Shared vision is vital for the learning organization because it provides the focus and energy for learning."

Peter Senge, Massachusetts Institute of Technology

Timetables and Instructional Time Allotments

Primary and Intermediate

Primary and Intermediate teachers should consider organizing their timetables around large blocks of uninterrupted time: e.g., Language Arts, Math, and Integrated Studies. If a large integrated study block is used to incorporate Social Studies, Science, Art, Music, Drama, etc., then the percentage of time devoted to these subjects on particular days (or weeks) should be indicated.

Teachers are encouraged to use flexible and innovative approaches to this process. The following recommended time allocations provide balance and flexibility in the curriculum:

Subject Area	Primary	Grade 4	Grades 5, 6 and 7	Grade 8	Grade 9
Humanities: Language Arts, Social Studies, Second Language	**45%** **Not including second language**	**35%** **Not including second language**	**35%**	**35%**	**30%** **Not including second language**
Math, Science and Information Technology	**30%**	**30%**	**30%**	**30%**	**30%**
Physical Education	**10%**	**10%**	**10%**	**10%**	**10%**
Applied Skills	**Integrated**	**Integrated**	**Integrated**	**5%**	**5%**
Fine Arts	**10%**	**10%**	**10%**	**5%**	**5%**
Health and Career Education	**5%**	**5%**	**5%**	**5%**	**5%**

The Department of Education strongly encourages primary teachers, teaching grades one through three to provide two hours a day of uninterrupted instruction in the area of language arts and another one hour a day in the area of mathematics.

In Grades 4 to 8, ten per cent additional time may be allocated to any of the above areas of study, or used for locally developed curriculum. In the early intermediate years, it is recommended that some or all of the unassigned time be allocated to literacy and numeracy. Check with your administrator.

In Grade 9, fifteen per cent additional time may be applied to any of the above areas of study or courses from the graduation years. Yukon or locally developed curriculum may be used for additional time.

Students have at least one subject from each of Fine Arts and Applied Skills at the grade 8 and 9 level.

Information and Communication technologies skills and concepts are integrated in other subjects.

Native Language and French as a Second Language programs in primary years and Grade 4 are considered locally developed programs, as BC program guidelines do not require a second language until Grade 5.

First Nation Teaching Essentials and Information

Strategies to Help Become Part of a First Nation's Community

A teacher should:

- introduce yourself to community members;
- tell parents about your teaching style and the materials the student will need for class;
- tell parents how you can be reached;
- participate in events not only in the school but in the community: i.e. Christmas dinners, floor hockey tournaments, fish camps, community celebrations.
- ask for help in the community when you need it;
- get to know the parents;
- encourage parents to visit the classroom and follow-up on invitations to visit with them at home (i.e. to discuss the students' report card) or in the community.
- ask for suggestions about classroom visitors and for introductions to individuals and organizations in the community;
- try to learn some of the language in the community—"when you learn the language, you learn the culture" (quotation from First Nation Education Advisory Committee member). Language tapes are available at the Department of Education Language Resource Centre;
- ask and learn about the traditions and protocols of the community;
- look for resources, parents, elders, and other community members can provide excellent suggestions and feedback regarding the appropriateness and cultural validity of resources for use in the classroom;
- discuss with your principal on how to access cultural funds and other financial support for cultural activities;
- make contact with other teachers and Elders;
- visit the First Nation Education Department and meet with the First Nation Community Education Liaison Coordinator;

- send a newsletter to parents at the beginning of the school year with information about yourself;
- participate in professional development opportunities that will help you learn about the First Nation culture and community;
- make yourself available outside of the classroom;
- realize that it will take time to learn about the community and to build relationships;
- look for Yukon First Nation books and materials to present in the classroom;
- ensure you have accurate information on First Nations before you teach it;
- talk about the lives of First Nations people in the present;

When people recognize that a teacher is sincere, open and respectful, most people will value that teacher's interest and effort.

"Together today for our children tomorrow"

Elijah Smith

Secondary Graduation Programs

Secondary schools are encouraged to explore various timetabling processes as one step in achieving educational goals. Increasing emphasis is being placed upon developing student-centered scheduling practices. These may be characterized as situations in which:

- "Time" will be regarded as a resource
- The learner assumes increasing responsibility for learning
- The role of the teacher is conceptualized as being a coach, a mentor, a coordinator and a guide
- School schedules may be characterized by high variability
- School leaders regard the organizational/administrative responsibilities of schools as important
- Teachers face three broad inter-related tasks:
  - outcomes
  - management aspects
  - support system for learners

Time allocations for courses in the Secondary Program years vary and depend on an individual school's program designs. Administrators and teachers should be aware that the secondary school year in British Columbia contains 1000 hours compared to the Yukon's 950 hours. Traditionally, a secondary course has run approximately 120 hours. However, some secondary schools in the Yukon are using module, credit, half-course or other timetable organizations. For further information or assistance with secondary-level timetables and time allocations, contact the Coordinator of Secondary Programs.

"The greater the number of words that come out of us, the greater the number of words we find left inside. And when students feel empty – 'I have nothing to say, nothing on my mind' – the cause is not insufficient input but insufficient output. Talking and writing put words and thoughts into students' heads."

Peter Elbow "Writing First!" Educational Leadership, October, 2004

Student Assessment

In keeping with school systems across Canada, the Department of Education mandates certain assessment programs aimed at providing objective system-wide measures of achievement and growth. Assessment programs make it possible for the Department of Education to meet its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The results from these assessments assist the Department of Education in curricular renewal and in-service planning as well as provide educators with valuable information that can be used to improve student learning. The Department of Education also provides additional assessment resources for optional use by schools at their discretion.

For more information contact: Coordinator, Student Information and Assessment at (867) 667-3707

Language Proficiency Index (LPI)

The *Language Proficiency Index*, developed by the Applied Research and Evaluation Services of the University of British Columbia, is administered twice yearly in Yukon secondary schools. It provides post-secondary institutions with information related to an individual student's competency in English. This information is one factor used by most post-secondary institutions to register students in appropriate courses. For example, universities usually require a score of 5 or better and colleges usually require a 4 or better on the essay test (based on a six-point scale) for direct entrance to first-year English courses. Students with lower scores are generally required to take an introductory or "catch-up" course before they can take the regular first-year English course.

Yukon Achievement Tests (YAT)

The *Yukon Achievement Tests* are based on the Western and Northern Canada Protocol common curriculum frameworks in Mathematics and Language Arts utilized in the western provinces and the territories. The key purposes to be served by the assessment of student learning against the curriculum based standards are as follows:

- To ensure that all students in Yukon public schools are provided instruction consistent with meeting the expectations of the mandated curriculum;
- To improve the quality of instruction in Yukon public schools;
- To ensure graduating students from all schools in the province/territory will be treated equitably when applying for admission to universities and other post-secondary institutions; and
- To respond to strong public concerns for improved standards of education.

Yukon Excellence Awards:

Students earn Yukon Excellence Awards solely through their academic performance at the secondary school level. Currently, all students in grade 9 Mathematics and English classes who write a Yukon Achievement Test (YAT), and grades 10, 11 and 12 students in all courses that offer BC Provincial Examinations are eligible to qualify for an award. To qualify for an award, students must achieve a test score of 80% or better. Awards are used for the purpose of paying tuition, fees and book costs incurred by the student while studying at a post-secondary institution.

Grade 9 - $200 for:

Mathematics 9, English 9, Français Langue 9

Grade 10 - $300 for:

Mathematics 10, Science 10, English 10, Français Langue 10

Grade 11 - $400 for:

Social Studies 11, Civic Studies 11

Grade 12 - $500 for:

Biology 12, Chemistry 12, Communications 12, English 12, English Literature 12, Français Langue 12, French 12, Geography 12, Geology 12, German 12, History 12, Mathematics 12, Physics 12, Spanish 12

BC Provincial Exams (BCPE):

The *British Columbia Provincial Examination Program* was implemented to:

- Ensure that students meet consistent provincial/territorial standards of achievement in academic subjects;
- Ensure graduating students from all schools in the province/territory will be treated equitably when applying for admission to universities and other post-secondary institutions; and
- respond to strong public concerns for improved standards of education.

The Yukon Department of Education participates in the British Columbia Provincial Examinations Program in order to provide Yukon high-school graduates with an official transcript which is recognized for admission purposes to post-secondary institutions. Beginning with the 2004/2005 school year, under the provision of the new Graduation Program, students will be writing BC Provincial Exams in English 10, Science 10 and Math 10, Social Studies 11 and several grade 12 subjects including English, Math and the Sciences.

Assessment Program (Mandated)	**Grades Involved**	**Planned Administration Dates for the 2007/2008 School Year**
Language Proficiency Index (LPI)	Grade 11 & 12	Dec. 5 and May 7
Yukon Achievement Tests (YAT)	Math grades 3+6 and Language Arts grades 3+6	May 12-23
	Math Grade 9 and Language Arts Grade 9	Jan. 28, 29 & 30 June 19, 19 & 20 Rural schools – Late May, early June
British Columbia Provincial Exams (BCPE)	Grades 10, 11 and 12	Nov. 13-14, Jan. 28 - Feb. 1, April 17-18, May 20-21, June 18-26

For further information on the Yukon Student Assessment Program please refer to the document "Student Information and Assessment - Handbook of Procedures and Guidelines", or contact the Coordinator of Student Information and Assessment at (867) 667-3707.

Teachers working alone cannot transform schools into successful places. They need opportunities to come together to solve problems, develop curriculum, and enhance their own learning.

Milbrey McLaughlin

Centre for Research on the Context of Teaching

Yukon Graduation Requirements

Graduation Program Requirements
Grade 10-12
80 credits (equivalent to twenty 4-credit courses) required for graduation
48 credits are Required Courses, including: Language Arts 10 (4 credits) Language Arts 11 (4 credits) Language Arts 12 (4 credits) Social Studies 10 (4 credits) Social Studies 11, Canadian Civics 11 or BC First Nations Studies 12 (4 credits) Science 10 (4 credits) Science 11 or 12 (4 credits) Mathematics 10 (4 credits) Mathematics 11 or 12 (4 credits) Physical Education 10 (4 credits) Fine Arts or Applied Skills 10, 11 or 12 (4 credits) Planning 10 (4 credits)
4 credits for Portfolio Assessment
28 credits are Elective Courses
Minimum of 16 credits at the Grade 12 level including Language Arts 12. All Ministry-authorized and Board/Authority-Authorized courses count.

Partial credit in a Foundations Studies course can only apply towards Selected Studies.

Courses listed in two Foundation Studies subject areas may only be used to satisfy the requirement for one subject area:

- Information Technology 11 and 12 satisfies Science or Applied Skills
- Technology 11 or 12 satisfies Science or Applied Skills
- Computer certification courses 11 and 12 level (external courses) satisfy Science or Applied Skills

Of the 24 required credits in the Selected Studies section, at least 10 credits must come from grade 12 level provincially-authorized or external courses.

Also, of the 24 required credits, only 8 credits may come from locally developed courses when graduation is based on 52 credits.

French Immersion

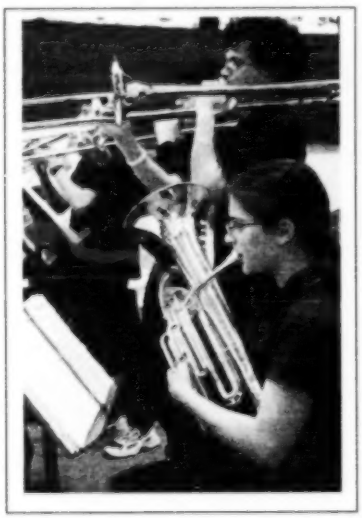
Students wishing to graduate from grade 12 with a Yukon French Immersion Certificate must meet the regular graduation requirements including successfully completing a minimum of the following:

- Français langue 11 (4 credits)
- Français langue 12 (4 credits)

One other grade 11 or grade 12 course in French (4 credits)

Additional Information

For further, information on the Yukon Student Assessment Program please refer to the document "*Student Information and Assessment — Handbook of Procedures and Guidelines*", or contact the Coordinator of Student Information and Assessment, Doug Kelsch at (867) 667-3707.



"One generation plants a seed...another gets the shade."

Chinese Proverb

Recording Student Progress and Reporting to Parents

Teachers must maintain clear, accurate records of student progress on an on-going basis. This includes students on Individualized Education Plans. A variety of information sources provide a comprehensive account of individual progress. These sources could include anecdotal comments, samples of student work, test scores, and records of project work and daily assignments. Consistent, careful assessment and evaluation of students' work provides information to teachers, students, and parents, and is a critical component of a teacher's on-going recording and planning process.

Records must include dates of tests or assignments, maximum scores, student score and, where applicable, weighted scores and cumulative term scores.

Reporting to Parents

The Department of Education provides standard reporting forms to enable consistent reporting throughout the Territory. Information about students' progress is provided to parents in a minimum of three formal reports and/or conferences per year. Assessment of progress is based on evidence obtained through observation of students during class activities, and on evaluation of materials produced by the students. Achievement scores, where shown, must be supported by data in the teacher's record of student progress. In addition to the formal reports, on-going collection of data and informal communication with parents on a regular basis is encouraged.

Formal and informal communication with parents should have a positive tone, and yet provide a realistic picture of the actual level of progress of students. It is also useful to include the student in the evaluation process, including parent/teacher conferences.

"Sign on a secondary bulletin board: Free every Monday through Friday – knowledge. Bring your own containers."

E.C. McKenzie

Information Communications Technology

Technology Assisted Learning Unit

The Technology Assisted Learning Unit (TAL) provides pedagogical support and leadership in the use of information communications technology (ICT) in Yukon schools. Information regarding professional development activities, curriculum projects, distributed learning, video conferencing and learning resources is posted in the TAL Conference on YESNet's Communications System.

Coordinator, Technology Assisted Learning. The coordinator of TAL is responsible for the long-term planning for information communications technology and supporting curriculum resources in public schools. This includes planning and implementation of professional development activities, providing support for educators mentoring or facilitating distributed learning programs in Yukon schools, video conferencing, YESNet's communications system and support various departmental and national web-based educational initiatives. This position is also responsible for software acquisitions and licensing for educational purposes and the preparation of the long-term plan for hardware acquisitions for public schools. The TAL coordinator sits as Yukon's representative on the CMEC Online Portal Steering Committee and is a member of the Provincial/Territorial Distance Education Association.

Coordinator, Technology Assisted Learning
JoAnn Davidson (**joann.davidson@gov.yk.ca**) (867) 667-5871

Consultant, Technology Assisted Learning: assists teachers integrating the use of technology within their classes. The consultant leads professional development activities, provides support for Yukon's electronic report cards (K-7), web-based homework pages, classroom writing blogs and local and national technology-related initiatives such the Yukon Quest and Marsville programs. Support provided by the technology assisted learning consultant may take the form of classroom visitations, individual meetings with teachers, information sessions for school staff or through formal professional development activities/workshops.

Consultant, Technology Assisted Learning

Cam Good (**cameron.good@yesnet.yk.ca**) (867) 667-8876

The TAL Support Officer maintains the YESNet website and provides support for teachers and students involved in developing or participating in technology-based projects. The TAL Support Officer also provides support for distributed learning.

TAL Support Officer
Jane Downing (**jdowning@yesnet.yk.ca**) (867)667-5006

Video Conferencing

Video conferencing facilities are available at schools in Watson Lake, Haines Junction, Carmacks, Ross River, Faro, Pelly Crossing, Mayo and Dawson City. This technology assists in expanding distributed learning opportunities for Yukon students and facilitaties professional development opportunities for staff.

Policies on Information Technology Use by Teachers and Students

Teachers:

Use of information communication technologies (ICT) in public schools is limited to educational research, projects, activities and communications directly related to the pedagogical goals of the school community. (Also see YTG Internet Use Policy on First Class, YESNet)

Students:

All Yukon students are required to sign an ICT acceptable use policy. *Please ensure you are familiar with the policy guidelines and ensure your students have signed the school's Information Technology Use Policy before going online.*

Student Internet Use Guidelines

Yukon schools are connected to the Internet through YESNet, the Wide Area Network for public schools in Territory. To ensure YESNet is fully operational and stable, students are required to follow the technology use guidelines and policies outlined below:

1) School Internet access is a publicly funded resource to be used for educational purposes only;
2) General guidelines for student Internet use:
    a) K-3 - Teacher led Internet Use
    b) Grades 4-7 – Teacher supervised
    c) Grades 8-12 – Teacher permission
3) Students are not permitted to play games, download files (MP3, jpegs, real audio, etc.) or install applications except when the activity is both supervised and related to their curricular studies.
4) Students are prohibited from using:
    a) personal e-mail
    b) instant messaging (ICQ, MSN Messenger, etc.)
    c) chat rooms
    d) peer-to-peer file sharing (i.e., napster)
5) Students are prohibited from using the school's Internet for product and/or service advertisement or political lobbying.
6) Students are reminded to follow Canadian Copyright Guidelines when using internet resources for class projects or reports.

Server Use Guidelines

All Yukon students are provided with data storage space on their school's server.

1) Students are permitted to store only curriculum related documents on the school's server.
2) Contents of student folders are accessible by classroom teachers.
3) The contents of student folders will be deleted at the end of each school year.
4) Students may not access - or attempt to access - documents or folders of other students.

Yukon Schools' Web Publishing Policy

Purpose - School websites provide an effective means to communicate various aspects of a school's day-to-day operations with parents, community, students and educators.

Guidelines - To insure information published is appropriate for the school's educational community, the following guidelines have been established for content, protection of privacy and management of school websites.

1) All content, links and graphics published on a school website should be appropriate for the school community and directly related to the goals of the school's website.
2) All school webpages and changes to the school website are to be approved by the school's administration prior to being posted to the web.
    a) Teachers who maintain individual class or homework webpages are responsible for the content, accuracy and appropriateness of the data posted.
3) A parent/guardian's signature must be provided before any information about a student (name, work or photo) is published on a school's website.
    a) Student names are not to be published with any individual or group photos on a school's website.
    b) Only a student's first name will identify a written work published on a school's website.
4) Canadian Copyright Guidelines apply to all content posted on school websites.

School Homepage Policy

On occasion, student work or images may be published on school websites. Student privacy will be protected. For further information, please visit:
http://www.yesnet.yk.ca/tal/schoolhomepagepolicy.html

Information Technology Support Services

Information Technology Support Services (ITSS) is the primary information technology service provider of the Yukon Department of Education. ITSS provides and promotes information technology services that support the mission of Yukon schools and the Yukon Department of Education.

ITSS supports and maintains a Yukon wide, fully operational computing and networking environment that facilitates the Yukon schools and administration's access to instructional tools, academic resources, and administrative systems. Also supported is the department's hardware, software, and network infrastructure; 2,000 desktop computers, 350 printers, 35 network server, and a Yukon wide private IP network connecting 30 sites to the Internet. ITSS supports two OS platforms, Macintosh and Windows.

ITSS Help Desk (**itss@yesnet.yk.ca**) (867) 667-8535

"In a time of drastic change it is the learners who inherit the future. The learned usually find themselves equipped to live in a world that no longer exists."

Eric Hoffer

ACCESS TO COMMUNITY RESOURCE PERSONEL

Cultural Inclusion

Recognition of the role of First Nations peoples in the Yukon, Canada and the world is an important element of Yukon education. The contributions and concerns of these cultural groups are integrated into daily classroom life, rather than being presented primarily as a separate curriculum. Consistent use of First Nations resource people in classroom and field settings strengthens community/school ties and enhances cultural awareness for all students. Funding for cultural inclusion activities is available.

For more information on cultural inclusion activities and funding, contact the First Nations Education Consultant, Sharon Shadow at (867) 667-59, your local First Nation Community Education Liaison Coordinator and your principal.

Outdoor Pursuits/Outdoor Education/Community Resources

Teachers are encouraged to make use of Yukon's natural environment and community resources to enhance students' learning experiences. Whether the students will be moving out of the classroom for a few minutes to collect leaves, or undertaking an extended canoeing or camping trip, the time spent in the environment can be a valuable adjunct to their classroom learning.

Outdoor pursuits may include hiking, biking, snow shoeing, cross country, telemark and downhill skiing, snowboarding, kayak touring, tandem and voyageur canoeing and in controlled opportunities, snow machining.

Outdoor education also promotes the development of positive attitudes about learning and the environment. Assistance with planning, ideas, equipment, identification of resource people and ideas for outdoor education are available from the curriculum staff.

The Department of Education Field Trip Policy and the Outdoor Education Resource Manual are available online at **www.education.gov.yk.ca/policy/index.html**. Numerous other resources are available through Resource Services and contact Jim Boyde 667-8564.

Experiential Education

Science, social studies, geography, English, theatre and nutrition course curricula have been integrated with experiential learning opportunities—both indoors and out. Bison hunt permits are available to Yukon public schools. Hunting, trapping and fishing programs are also been included in experiential learning activities.

Please contact Department of Environment, Hunting and Fishing Regulations for further information.

Yukon Native Teacher Education Program

The Yukon Native Teacher Education Program (YNTEP) is a four-year Bachelor of Education degree program offered at Ayamdigut Campus of Yukon College, in conjunction with the University of Regina. The program also has a limited number of seats for non-first nations students

Through YNTEP, Yukon students can earn their BEd and become fully qualified teaching professionals. YNTEP is designed to provide students with plenty of classroom experience, often in their home community while they pursue their studies.

In addition to Bachelor of Education courses, YNTEP students take courses tailored to meet the demands of teaching in the North: Northern Studies, Native Language, and Cross-Cultural Education Methods. In each of the first three years, students spend time in a school classroom working with an experienced teacher. The school-based teacher education model carries on throughout the four years of the program, concluding with a 16-week practicum in the fourth year.

A major goal of YNTEP is to ensure that Yukoners are well prepared to fill teaching positions in the territory and promote increased participation by them in the territory's education system. The program is designed to provide students with experiences that allow them to develop their teaching skills and promote personal growth.

The Department of Education supports the goal of increasing Yukon participation in the teaching workforce. For instance, the Department of Education offers a Cooperating Teachers' Incentive Package for experienced teachers who volunteer to supervise a classroom practicum for a student enrolled in the YNTEP.

Demand for experienced teachers willing to mentor a YNTEP student has traditionally been strong. See the following section – Professional Development – for additional details on the Cooperating Teachers' Incentive Package, and talk with your school administrator or superintendent for more information.

Cooperating Teachers' Incentives Package/Yukon Native Teacher Education Program

The Cooperating Teachers' Incentives Package facilitates the professional development of teachers who work with students in the Yukon Native Teacher Education Program (YNTEP). Participating teachers supervise the classroom practicum of a YNTEP student.

For more information contact the Superintendent for Rural Schools in Dawson City at (867) 993-5723, or your school administrator.

Professional Development

The Yukon *Education Act* recognizes the importance of professional development for educators and complements the government's commitment to enhancing the many skills already present in the Yukon's education system to the benefit of all the partners in education. In the *Education Act*, the duties of the Minister of Education include the duty to contribute to the professional development of teachers. The Minister is also bound to make reasonable efforts to provide for the upgrading of teaching qualifications by individuals.

A Professional Development Fund jointly administered by the Yukon Teachers' Association and the Department of Education is used for a variety of professional development activities. The Department of Education also administers several awards and academic programs designed to recognize and enhance skills among educators.

The curriculum staff of the Department of Education holds a Summer Institute for teachers each year in August. This is a multi-day institute, with instructors who have expertise in curricular areas of current interest to primary, intermediate and secondary teachers and administrators. Information on the next Summer Institute will be available in the spring.

New Teacher Orientation

New Teacher Orientation is an annual three-day event for teachers who are new to the Yukon. One of the three days is dedicated for teachers to learn about one of the YFN culture, history and language. The event is co-hosted by the Department of Education and a First Nation community. This event provides newly hired teachers with an introduction to Yukon First Nations culture and languages and helps to set the tone for the upcoming year in terms of teachers developing strong, lasting and meaningful relationships with the First Nation community in which they teach. The remaining two days will help familiarize teachers to the Yukon, students and Department of Education initiatives.

Teacher Mentoring

The Department of Education, in conjunction with the Yukon Teachers' Association (YTA) and the Retired Teachers' Association, has developed a mentorship program to assist new teachers. The program will see experienced teachers collaborating with new teachers in order to provide support throughout the school year. The program gives priority to communities with high staff turnover, recognizing the difficulties sometimes involved in transition to these communities and the often overwhelming expectations placed on new teachers.

Mentorship Program participants will meet as a group two or three times per year in order to allow new and experienced teachers to share their expertise. In addition, each New Teacher/Experienced Teacher pair will meet quarterly. Twice a year the new teacher will observe the experienced teacher at work in the classroom for half the day and leave the

last half of the day for a collaborative meeting. The alternate two meetings will see the experienced teacher observing the new teacher for half of the day, with the second half of the day set aside for collaborative work.

Program participants will be identified early in the new year, with the first common meeting being held at the new teacher orientation.

For more information please contact the YTA at (867) 668-6777.

Innovations in Education Awards

Teachers, parents, paraprofessionals and school board, council or committee members who have made a significant contribution to the Yukon public school system may apply or be nominated for an Innovations in Education Award. The award recognizes the efforts made by Yukon educators and promotes excellence in Yukon education. Up to five awards will be presented annually. Further information and nomination/application forms are available from the office of the Assistant Deputy Minister for Public Schools at (867) 667-5127.

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Milbrey McLaughlin

Resource Services

Resource Services warehouses and distributes all Kindergarten through Grade 12 English and French language curriculum materials (textbooks), curriculum computer software, novels and administrative forms. Each school is assigned a Curriculum Materials Credit Allocation (CMCA) from which these goods are purchased. CMCA is an annual allocation for the purchase of curriculum materials needed to meet increased enrollments or to replace worn out, lost or consumable resources.

Newly approved program materials are shipped to schools, according to scale of issue, at no cost to their CMCA. Further information about CMCA is available in the CMCA User Guide that has been supplied to all school administrators.

The media collection, part of Resource Services, is housed at the Learning Resource Centre at 1000 Lewes Boulevard in Whitehorse. The English and French collections are comprised of evaluated and selected resources that meet curricular guidelines. This curriculum-based collection of several thousand audiovisual items including videotapes, slide sets, filmstrips, audio cassettes, theme boxes, resource kits and big books is available for loan to provide Yukon students and teachers with excellent classroom resources.

Video cameras, a portable amplified lectern and limited other audiovisual materials are available for loan to schools.

Resource Services can be reached by FAX, mail, telephone, in person or at our website address: *www.resourceservices.gov.yk.ca*. Requests provided on appropriate forms for all materials and services will be processed as quickly as possible, usually within 24 hours.

Resource Services is open 8:30 am to 5:00 pm Monday through Friday. Alternative hours may be arranged by phoning Resource Services at (867) 667-5161.

Preview Room

The Preview Room is available to teachers and supervised students to view audiovisual materials or to prepare materials for classroom use.

School Library Services

School library services are administered by Resource Services. Budgets for books and periodicals, cataloguing and processing, and selection and ordering procedures are provided for each school library. The School Libraries Consultant, Eliane Mulholland (667-8167), provides assistance and guidelines to administrators, teachers and teacher-librarians. The Coordinator of Resource Services, Kate Quinsey (867) 667-3521), provides information on school library budgets and purchasing procedures.

Cataloguing and Processing

Cataloguing and processing of new English and French titles is provided by Resource Services staff. All school library print collections are accessible through the Resource Services website.

Media Resources

The most up-to-date access to this collection is on our website:
www.resourceservices.gov.yk.ca.

The print catalogue for all English audiovisual resources is available in all schools. The catalogue was last published in 2003. More than 10,000 curriculum-related media resources and computer software are annotated in the catalogue. Included are videotapes, kits, theme boxes, filmstrips, slide sets, Big Books and many other resources.

The catalogue titled *Resources audiovisuelles*, annotating more that 3,000 French language media resources is also available in all schools and on the website.

All Resource Services videotapes and other media have been cleared for copyright use in Yukon classrooms.

Authorized Use of Rental Videos

Resource Services has contracted with Audio Ciné Films Inc. to provide teachers the right to use selected rental videos from local outlets. Videos produced by many major studios are included under this agreement. Please check with the teacher-librarian in your school for a list of producers covered by the agreement.

Teachers' Professional Library (TPL)

This professional print collection continues to be developed to provide curriculum-based support in every subject area and at every level. Teachers are encouraged to recommend titles for Teacher's Professional Libraries (TPL) purchase. The TPL is located at 1000 Lewes Boulevard in the Department of Education Building. The library is open during regular office hours and is available for on-line ordering through the Resource Services website.

Hours: Monday to Friday 8:30 am – 5:00 pm

Use of Copyrighted Material in Yukon Classrooms

Resource Services negotiates rights for teachers to photocopy print resources for use in classrooms. Guidelines are provided annually for each teacher and posters outlining teacher rights and responsibilities are located near every school photocopier.

Yukon Native Language Centre

The Yukon Native Language Centre (YNLC) is a training and research facility that provides a range of linguistic and educational services to Yukon First Nations and to the general public. It is located in the Commons wing of Yukon College, Ayamdigut Campus, Whitehorse. The YNLC is administered by the Council of Yukon First Nations with funds provided by the Government of Yukon. The staff of YNLC has developed a widely used curriculum guide titled *Teaching Yukon Native Languages*, as well as various classroom and reference materials for teaching native languages from pre-school to adult levels.

The Yukon Native Language Centre maintains a web site with information on Yukon native languages, school teaching programs, teacher training, and materials and publications. The web site address is: **www.yukoncollege.yk.ca/ynlc**

Communications and Media Relations Guidelines for Teachers

If a reporter calls to interview you, please find out what they want to talk about and tell them you will call them back. It is recommended you contact your Administrator or Superintendent for direction on how to respond to an interview request.

If, for whatever reason, you are uncomfortable doing an interview with the local media, you can refer the call to your administrator.

If a reporter request interviews with students, consent from parents must be obtained before the interview is conducted.

The Department of Education can support you in preparing for your interview. If you have any questions about talking to the media contact the communications coordinator:

Clea Roberts **(Clea.Roberts @gov.yk.ca)** (867) 393-7102

Policy and Planning Branch

"Policy: Prudence or wisdom in the management of public or private affairs; sagacity"

Wordsmyth English Dictionary

The Policy and Planning Branch develops overarching Departmental policy to provide guidance to the school community. The Policy Branch is able to provide a "big picture" scenario that places the Yukon Department of Education policies on the cutting edge of inter-jurisdictional policy research. Within the scope of the Yukon-wide perspective, schools are also welcome to develop their own localized policies.

The Policy and Planning Branch consider suggestions, recommendations or requests for the development or revision of policy.

The unit welcomes any school council, committee, board, parent, member of the public or Department of Education branch bringing forward a suggestion for policy work or policy revision.

Requests for policy development or revision should be forwarded to the Director, Policy and Planning, Department of Education. Requests will be reviewed and prioritized by the Executive Management Committee of the Department

To view general policies, please go to **www.education.gov.yk.ca/policy/index.html**

For more information contact:

Director of Policy and Planning 667-8181

Access to Information and Protection of Privacy Act

The *Yukon Access to Information and Protection of Privacy Act (ATIPP)* guarantees the public certain rights of access to information in Yukon Government records and protection of privacy for personal information collected by government departments.

The Act applies to all Yukon Government departments, boards, corporations and commissions. All public and separate schools, school councils, school committees and school boards are covered by the ATIPP. ATIPP guarantees the public the right of access to government records with some exceptions, such as cabinet records less than 15 years old, law enforcement records, and personal or business information protected by the privacy provisions in the ATIPP. An individual can access their personal information and request corrections to these records.

ATIPP also specifies that government departments must collect personal information directly from an individual or parent/legal guardian, indicate how the information will be used and under what authority. Departments are also responsible for protecting personal information from unauthorized use, disclosure or destruction.

Teachers and school administrators should ensure that forms used to collect information about students contain a statement outlining the purpose for collecting the information and whether it will be used in electronic databases.

As specified in Section 20 of the *Education Act*, the parent/legal guardian of a student, a student who is 16 years of age or older, or both the parents/legal guardian and the student may examine and copy the information on the student's record.

According to provisions in the *Education Act* and *ATIPP* legislation, information on a student's record is confidential and is not to be shared with anyone not involved in the student's educational program without the written consent of the parent/legal guardians.

The Yukon Government is committed to open and accountable public administration. This means that people should be able to access most information informally by asking departments or agencies about their services and programs. If a department is unable to provide the information, the person should be told the reason for the refusal based on the provisions of the *ATIPP Act* and advised of their right to make a formal ATIPP application through the ATIPP Office. Brochures describing the *ATIPP Act* and forms for requesting access or correction of personal information are available at all schools and community libraries.

ATIPP Coordinator

James McCullough (**james.mccullough@gov.yk.ca**) (867) 667-8326

Advisory Bodies to the Department

The *Education Act* provides for the establishment and operation of several types of groups within the education system. Most are advisory in nature, but some have quasi-judicial powers and operate more or less independently of the Department of Education. The Department of Education consults frequently with the advisory groups listed below to ensure that the goals of all partners in education are being addressed.

Education Appeal Tribunal

The Education Appeal Tribunal (EAT) hears appeals of decisions made by authorities dealing with significant education, health, and safety issues within the education system. Part Eight of the *Education Act* deals with appeals, including the Ed. Appeals Tribunal.

Although the Minister of Education appoints the members of the 10-person tribunal, it is in every other way independent of the Department of Education and the government. The *Education Act* contains explicit information about the tribunal's mandate. There is also a guideline available concerning the procedures involved in an EAT hearing. Copies are available from the school administrator or the school council.

Barb Evans, Chair **Phone: (867) 667-7500**

Teacher Certification Board

The seven-member Teacher Certification Board is made up of representatives nominated by the Yukon Teachers' Association, the Department of Education, school councils and Yukon College. The Teacher Certification Board evaluates and sets the standards of training and experience required for Yukon teachers. It can also make recommendations to the Minister Of education with respect to the certification of any person whose status, with respect to qualifications, is referred to the Teacher Certification Board.

Teacher Qualification Board

The Minister of Education appoints the three-member Teacher Qualification Board. It is composed of a representative of the Yukon Teachers' Association, a representative of the Minister of education, and a professional educator selected by mutual agreement of the Yukon Teachers' Association and the Minister. The Minister's representative chairs the board. The Teacher Qualification Board determines, for salary purposes, the category of qualification and the years of teaching experience to be assigned to a teacher, in accordance with the regulations.

Yukon Teachers' Association

Professional and paraprofessional educators in the Yukon belong to the Yukon Teachers' Association (YTA). The YTA acts as both a professional body and a union for teachers and paraprofessionals. Its major activities include representing and improving the teaching profession in the Yukon. The YTA is the bargaining agent for its membership.

The YTA can be reached at (867) 668-6777 or www.yta.yk.ca

Advanced Education Branch
Student Financial Assistance

Students who indicate an interest in pursuing post-secondary education or training and who are seeking financial assistance should be directed to the Student Financial Assistance Unit of the Advanced Education Branch of the Department of Education. Students are expected to pursue available financial assistance on their own initiative. Teachers, administrators and others who work with students can facilitate this process by making sure that students are informed of the availability of assistance.

The Student Financial Assistance Unit administers a variety of student financial assistance programs:

- Yukon Grant
- Student Training Allowance
- Yukon Excellence Awards
- Canada Student Loans Program
- Canada Millennium Scholarship Programs
- Various scholarships, bursaries, and awards

Students must apply each year to receive funding from any of the assistance programs. An information booklet is available in English and in French through the Advanced Education Branch. For more detailed information and applications please contact the Student Financial Assistance Unit.

Phone: (867) 667-5929

Website: www.education.gov.yk.ca/advanceded/sfa

Mailing Address:	**In Person:**
Student Financial Assistance	Department of Education Building
Department of Education	1000 Lewes Building
Government of Yukon	Whitehorse, Yukon

PO Box 2703, Whitehorse, Yukon Y1A 2C6

Yukon residents living outside of the Whitehorse area can phone 1-800-661-0408 local 5929

Fax: (867) 667-8555

Clients with last names beginning with:
A-K: Contact Carole Theriault E-mail: carole.theriault@gov.yk.ca
L-Z: Contact Darlene Gammel E-mail: darlene.gammel@gov.yk.ca

Processing applications takes at least four weeks. Information on additional financial assistance available to First Nations students can be obtained by contacting the Department of Indian Affairs at (867) 667-3395 or by contacting Yukon First Nation offices.

Human Resources Staff

Coordinator Teacher Recruitment
Peggy Dorasz 667-8631

Labour Relations Consultant
Janis Gutta 667-3719

Human Resources Assistant
Lynne LeBarge 667-8163

Attendance Management Administrator
Karen McLachlan 456-7907

Teacher Recruitment Officer
Trish Millions 667-8658

Human Resources Advisor
Bonnie Palamar 667-3718

Human Resources Advisor
Caroline Sturko 667-8295

Director
Val Stehelin 667-5808

Employee Assistance Program

This program assists employees dealing with personal problems that affect their work performance. EAP features include:

- Prompt Response
- Flexible Hours
- Confidentiality
- Availability in all Yukon communities

This is a professional counseling and consulting service which the Public Service Commission offers to employees. Its purpose is to provide confidential assistance to employees who are experiencing problems that have the potential of affecting their work and personal lives. Barbara A. Nimco and Associates Inc. provides consultation, assessment, personal counselling and/or referral services where required, during regular working hours, evenings, days off or weekends. (668-4058).

Disability Accommodation

The accommodation process provides a corporate framework which supports managers, supervisors and employees in reintegrating employees with disabilities into the organization.

Duty to Accommodate is a legal requirement as identified in the Human Rights Act: "Every person has a responsibility to make reasonable provisions in connection with employment, accommodations, and services for the special needs of others where those special needs arise from physical disability, but this duty does not exist where making the provisions would result in undue hardship." And, each case will have to be individually considered since the duty to accommodate will require flexibility, innovation, imagination and cooperation. For more information on the Disability Accommodation process, contact Michael Hanson at 667-5848.

Promoting a Respectful Workplace - The Workplace Harassment Prevention Office (WHPO)

The WHPO provides confidential assistance to employees facing harassment at work. The WHPO's mandate is focused on the resolution of informal and formal harassment complaints and working toward a respectful workplace that is free from harassment. The Office also provides workshops about workplace harassment and endeavours to prevent harassment by educating employees. Under the YTA Collective Agreement, the WHPO staff can investigate harassment grievances brought forward by teachers. As an impartial office, the WHPO also works though the Government of Yukon Workplace Harassment Policy (Policy 3.47) which sets out the rights and obligations of the public service in maintaining a harassment free workplace.

WHPO is a unit of the Policy, Planning and Communication Branch of the Public Service Commission. The staff includes a Manager, two Harassment Prevention Coordinators and an Intake Officer. For more information or assistance please contact the office at 667-3536.

For more information, please see our websites at:

http://www.education.gov.yk.ca/

http://yesnet.yk.ca

2007 – 2008 SCHOOL CALENDAR SYNOPSIS

Schools	Opening Date		Closing Date		Days	Hours/Minutes/Day
Whitehorse elementary schools	Mon. Aug. 27, 2007	half day	Fri. June 13, 2008	half day	181	5 hours 15 minutes
Whitehorse secondary schools	Tues. Sept. 4, 2007	full day	Wed. June 25, 2008	full day	184	5 hours 10 minutes
Golden Horn Elementary School	Mon. Aug. 27, 2007	half day	Fri. June 13, 2008	half day	179	5 hours 10 minutes
Hidden Valley Elementary School	Mon. Aug. 27, 2007	full day	Tues. June 10, 2008	full day	178	5 hours 20 minutes
Ecole Emilie-Tremblay – grades K-6	Mon. Aug. 27, 2007	half day	Fri. June 13, 2008	half day	181	5 hours 15 minutes
Ecole Emilie-Tremblay – grades 7-12	Wed. Sept. 5, 2007	full day	Wed. June 25, 2008	full day	181	5 hours 15 minutes
Ghitsi T'à Community School, Carmacks	Tues. Aug. 21, 2007	half day	Fri. May 30, 2008	half day	178	5 hours 20 minutes
Chief Zzeh Gittlit School, Old Crow	Thurs. Aug. 30, 2007	full day	Fri. June 13, 2008	full day	178	5 hours 20 minutes
Del Van Gorder School, Faro	Mon. Aug. 27, 2007	full day	Fri. June 6, 2008	full day	178	5 hours 10 minutes
Elsie Van Bibber School, Pelly Crossing	Tues. Aug. 21, 2007	full day	Fri. June 13, 2008	full day	178	5 hours 20 minutes
J.V. Clark School, Mayo	Thurs. Aug. 23, 2007	full day	Fri. June 13, 2008	full day	184	5 hours 10 minutes
Kluane Lake School, Destruction Day	Mon. Aug. 27, 2007	full day	Tues. June 3, 2008	full day	178	5 hours 20 minutes
Nakisth Benna John School, Beaver Crk	Tues. Sept. 4, 2007	full day	Fri. June 13, 2008	full day	178	5 hours 20 minutes
Robert Service School, Dawson City	Tues. Aug. 21, 2007	half day	Fri. May 30, 2008	half day	178	5 hours 20 minutes
Ross River School	Mon. Sept. 10, 2007	full day	Fri. June 13, 2008	full day	178	5 hours 20 minutes
St. Elias Community School, Haines Jct.	Mon. Aug. 27, 2007	full day	Fri. June 6, 2008	full day	178	5 hours 20 minutes
Tantalus School, Carmacks	Wed. Sept. 5, 2007	full day	Wed. June 11, 2008	full day	178	5 hours 20 minutes
Teslin School	Wed. Aug. 29, 2007	full day	Fri. June 13, 2008	full day	181	5 hours 15 minutes
Watson Lake Schools	Tues. Sept. 4, 2007	full day	Fri. June 13, 2008	full day	178	5 hours 20 minutes

Statutory	Holidays
Discovery Day	Mon. Aug. 20, 2007
Labour Day	Mon. Sept. 3, 2007
Thanksgiving Day	Mon. Oct. 8, 2007
Remembrance Day	Mon. Nov. 12, 2007
Christmas Day	Tues. Dec. 25, 2007
Boxing Day	Wed. Dec. 26, 2007
New Year's Day	Tues. Jan. 1, 2008
Heritage Day	Fri. Feb. 22, 2008
Good Friday	Fri. March 21, 2008
Easter Monday	Mon. March 24, 2008
Victoria Day	Mon. May 19, 2008

Yukon Education

IMPORTANT DATES FOR YUKON STUDENTS

Christmas Break – Schools will be closed	From:	To:
All Yukon schools	Fri. Dec. 21, 2007	Fri. Jan. 4, 2008
Except:		
Elsie Van Bibber & Kluane Lake Schools	Mon. Dec. 17, 2007	Wed. Jan. 2, 2008
Ghitsi T'à Community & J.V. Clark Schools	Fri. Dec. 21, 2007	Wed. Jan. 2, 2008
Chief Zzeh Gittlit School	Fri. Dec. 21, 2007	Mon. Jan. 7, 2008
Tantalus School	Thurs. Dec. 20, 2007	Fri. Jan 4, 2008

Spring Break – Schools will be closed	From:	To:
All Yukon schools	Mon. March 10, 2008	Mon. March 24, 2008
Except:		
Chief Zzeh Gittlit School	Fri. March 7, 2008	Mon. March 24, 2008
Tantalus School	Fri. March 14, 2008	Mon. March 24, 2008
Del Van Gorder, Elsie Van Bibber & J.V. Clark Schools	Mon. March 17, 2008	Fri. March 28, 2008
Kluane Lake School	Mon. March 17, 2008	Mon. March 24, 2008
Robert Service School	Mon. March 10, 2008	Fri. March 14, 2008
Ross River School	Mon. March 17, 2008	Tues. March 25, 2008

School Closed Days	
Fri. Aug. 31, 2007	Elsie Van Bibber School
Fri. Sept. 14, 2007	J.V. Clark & Teslin Schools
Fri. Sept 21, 2007	Elsie Van Bibber School
Fri. Oct. 5, 2007	All Whitehorse schools including EET, Golden Horn, Hidden Valley, Elsie Van Bibber, J.V. Clark, Tantalus, & Teslin Schools
TBA – Oct., 2007	Robert Service School (First Hunt)
Fri. Nov. 9, 2007	Whitehorse secondary schools including EET Secondary, Golden Horn, Hidden Valley, Elsie Van Bibber, J.V. Clark & Teslin Schools
Mon. Nov. 26, 2007	Ecole Emilie-Tremblay – grades 7-12
Fri. Nov. 30, 2007	Elsie Van Bibber School
Fri. Jan. 25, 2008	Elsie Van Bibber School
Mon. Feb. 4, 2008	Ecole Emilie-Tremblay – grades 7-12
TBA – April, 2008	Robert Service School (Soccer Tournament)
Fri. April 18, 2008	Elsie Van Bibber School
Fri. April 25, 2008	Golden Horn Elementary School
Fri. May 16, 2008	Elsie Van Bibber, J.V. Clark & Teslin Schools

For more information call Dee Balsam at 667-8226 or toll-free at 1 800 661 0408 or e-mail dee.balsam@gov.yk.ca

DIRECTORY – YUKON PUBLIC SCHOOLS – 2007/2008

File No. 3000-20-04

Grade	Code	School	Phone	Fax	Principal's Email	Address	Post Code	Secretary	Vice-Principal	Principal
		Superintendent Rosemary Burns	667-8180	393-8229	Rosemary.Burns@gov.yk.ca	Box 2703, Whitehorse	Y1A 2C6	Bertha Ayers		
K-9	0202	Ghùch Tàn Community School	821-2929	821-3505	Brian.Shanahan@gov.yk.ca	Carcross	Y0B 1B0	Vennie Beaudoin		Brian Shanahan
K-7	0617	Christ the King Elem. School	667-3527	667-3666	Mary.Hlady@gov.yk.ca	20 Hospital Dr., Whse	Y1A 3S5	Emilee Fitzsimmons	Judy Prevost	Mary Hlady
8-12	0619	F.H. Collins Sec. School	667-8655	393-6385	Darren.Hays@gov.yk.ca	1001 Lewes Blvd., Whse	Y1A 5J1	Margaret Black	Ernie Sweetnam and Bruce Thomson	Darren Hays
10-12	0600	Gadzoosdaa Student Residence	667-8067 or 6496	393-6354	Peter.Cassidy@gov.yk.ca	15 Selkirk Street, Whse	Y1A 3J5		(Housemaster)	Peter Cassidy
K-7	0629	Holy Family Elem. School	667-3500	667-3502	Theodore.Hupe@gov.yk.ca	55 Warm Rd., Whse	Y1A 5X4	Susan Dear		Ted Hupe
9-12	0634	Individual Learning Centre	667-8200	393-6929	Dill.Bennett@gov.yk.ca	407 Black Street, Whse	Y1A 2N2	Charmaine Klippert	(Team Leader)	Dill Bennett
K-7	0515	Johnson Elem. School	536-7233	536-7737	Denis.Ryan@gov.yk.ca	Box 367, Watson Lake	Y0A 1C0	Barbara Millen		Denis Ryan
8-12	0623	Porter Creek Sec. School	667-8044	667-8593	Kerry.Hutt@gov.yk.ca	1305 Hickory St., Whse	Y1A 4M4	Val Bass	Angela Skidd & John Heid	Kerry Hutt
8-12	0686	Teen Parent Centre	667-3421	667-3423	Kathy.Heinbigner@gov.yk.ca	Box 2984, Whse	Y1A 5M6		(Director)	Kathy Heinbigner
K-9	0414	Teslin School	390-2570	390-2414	Richard.Burke@gov.yk.ca	Box 16, Teslin	Y0A 1B0	Sharon Stemitt		Richard Burke
8-12	0610	Vanier Catholic Sec. School	667-8401	393-6270	Trevor.Ratcliff@gov.yk.ca	16 Duke St., Whse	Y1A 4N2	Kim Biondi	Dean Sikkes	Trevor Ratcliff
8-12	0516	Watson Lake Sec. School	536-2501	536-2518	Rollie.Comeau@gov.yk.ca	Box 308, Watson Lake	Y0A 1C0	Joanne Glowa		Roland Comeau
9-12	0632	Wood Street Centre	667-8413	393-6244	Darren.Hays@gov.yk.ca	411 Wood St., Whse	Y1A 2E9	Anne Daub		Darren Hays
		Superintendent David Sloan	667-3747	393-6339	David.Sloan@gov.yk.ca	Box 2703, Whitehorse	Y1A 2C6	Bertha Ayers		
K-7	0631	Elijah Smith Elem. School	667-5902	393-6288	John.Wright@gov.yk.ca	1399 Hamilton Blvd., Whse	Y1A 6G3	Angela Tricke	Jan Wallace	John Wright
K-7	0520	Golden Horn Elem. School	667-0130	393-6389	Chris.Wright@gov.yk.ca	Box 10509, Whse	Y1A 7A1	Jessyca Trudeau		Chris Wright
K-3	0620	Grey Mountain Primary School	667-5189	667-5179	Gloria.Cosford@gov.yk.ca	186 Alsek Rd., Whse	Y1A 4N2	Debi Burgess		Gloria Cosford
K-7	0630	Hidden Valley Elem. School	667-8164	393-6316	Len.Walchuk@gov.yk.ca	5 MacPherson Rd., Whse	Y1A 5S5	Kathryn Secord		Len Walchuk
K-7	0622	Jack Hulland Elem. School	667-8496	393-6234	Ken.Taylor@gov.yk.ca	1304 Fir St., Whse	Y1A 4C4	Dawn Underhill	Lorne Peterson	Ken Taylor
K-8	0505	Kluane Lake School	841-4506	841-5604	Rose-Marie.Blair@gov.yk.ca	Destruction Bay	Y0B 1H0	Emily Cohoe		Rose-Marie Blair
K-9	0101	Nelnah Ressler-Johns School	867-7740	867-7904	Fern.Parsons@gov.yk.ca	Ross River	Y0A 1A0	Ivy Wingert		Fern Parsons
K-7	0624	Selkirk Elem. School	667-3688	667-3693	Penny.Prysnuk@gov.yk.ca	5 Selkirk St., Whse	Y1A 3J5	Shiela Whitehead	Cathi Dunham	Penny Prysnuk
K-7	0625	Takhini Elem. School	667-3625	667-3623	Kelly.Collins@gov.yk.ca	526 Range Rd., Whse	Y1A 3A3	Jacqueline Curew	Sherrie Howard	Kelly Collins
K-7	0626	Whitehorse Elem. School	667-8083	393-6211	Patrice.Berrel@gov.yk.ca	4181 4th Ave., Whse	Y1A 1J7	Gilberte Ouimet	Laurie Murchison	Patrice Berrel
		Superintendent Denis Gauthier	993-5723 667-3722	993-5730 393-6339	Denis.Gauthier@gov.yk.ca (Secondary Office)	Box 1500, Dawson City Box 2703, Whitehorse	Y0B 1G0 Y1A 2C6	Colleen Smith		
K-9	0111	Chief Zzeh Gittit School	966-2151	966-2702	Vaina.Latvala@gov.yk.ca	Old Crow	Y0B 1N0	Teresa Frost		Vaino Latvala
K-12	0707	Del Van Gorder School	994-2760	994-2236	Gary.Morgan@gov.yk.ca	Box 160, Faro	Y0B 1K0	Roxane Cull		Gary Morgan
K-12	0212	Eliza van Bibber School	537-3231	537-3103	Roche.Lambe@gov.yk.ca	Pelly Crossing	Y0B 1P0	Janie Silas		Roche Lambe
K-12	0010	J.V. Clark School	996-2275	996-2116	Bruce.MacGregor@gov.yk.ca	Box 38, Mayo	Y0B 1M0	Joann Aird		Bruce MacGregor
K-12	0404	Robert Service School	993-5435	993-6112	Philip.Cull@gov.yk.ca	Box 278, Dawson City	Y0B 1G0	Sonja Stephenson		Philip Cull
K-10	0313	Ross River School	969-2216	969-2707	Thomas.Iwaniak@gov.yk.ca	Ross River	Y0A 1A0	Judy Sessio	Fran Etzel	Thomas Iwaniak
K-12	0908	St. Elias Community School	634-2231	634-2921	Ruth.Lawrence@gov.yk.ca	Box 5034, Haines Junction	Y0B 1L0	Charlotte Clark	Richard Godson	Ruth Lawrence
K-12	0303	Tantalus School	863-5771	863-5814	Cully.Robinson@gov.yk.ca	Carmacks	Y0B 1C0	Carla Gage		Cully Robinson
YFSB		Francophone School Board Lorraine Taillefer, Director	667-8580	393-6948	Lorraine.Taillefer@gov.yk.ca	3106 - 3rd Ave., Suite 401 Whitehorse	Y1A 5G1	Marie-France Mourneaux		
K-12	0627	Ecole Emile-Tremblay	667-8150	393-6360	Remi.Lemoine@gov.yk.ca	20 Falcon Dr., Whse	Y1A 6B2	Julie Dessureault		Remi Lemoine